

# IS EVOLUTION TRUE?

DEBATE BETWEEN  
G. M. PRICE  
AND  
JOSEPH McCABE

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VERBATIM REPORT OF DEBATE  
ON  
IS EVOLUTION TRUE ?





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VERBATIM REPORT OF DEBATE

BETWEEN

**GEORGE MCGREADY PRICE, M.A.**

*(Late Professor of Geology, Union College, Nebraska, U.S.A.)*

AND

**JOSEPH McCABE**

*(Representing the Rationalist Press Association Limited)*

HELD AT THE QUEEN'S HALL, LANGHAM  
PLACE, LONDON, W., ON SEPTEMBER 6, 1921  
(HARL BUSSELL IN THE CHAIR)

REPRINTED BY BOTH DISPUTANTS

LONDON:  
WATTS & CO.,  
JOHNSON'S COURT, FLEET STREET, E.C.4

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First published September, 1916

Printed in Great Britain  
by Walter & Co., Johnson's Court,  
Fleet Street, London, W.C.4

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VINDICATE RIGHT OF PUBLIC RIGHT  
OR  
IS EVOLUTION TRUE?

The Common Labor and Religion - I have been dragged from my vacation mansion in the month of September and, worst luck that I ever have experienced - and here I hope Mr. Free will co-operate with me - to break the Sabbath in order to provide at this meeting to night. Why I have been asked to provide we are here to do and see. What reason of the movement is going to say to each of them but to do me, although I have been in their company for the last six months. It was thought, as I said, that I was open to conversion - and I will, at any rate, make that promise - that if I am converted to night to the view which Mr. Free is going to represent I shall be willing to say so at the end of the discussion.

I am asked to inform you that this debate has been arranged by the National Free Association, and that Mr. Free is to night the guest of the Association. Therefore, whether you agree with his views or not, you will. I am sure, do what we always try to do in this country to all disputes - namely give him a fair hearing, and an appreciative hearing.

The order of the debate is that Mr. McArthur will speak on behalf of, or in favor of, Evolution, and will spend his first 15 minutes, and show you some historical facts. He will be followed by Mr. Free, who will also spend his

they are invited and show you some letters about Mr. Melick will show some letters suggesting for say 7 and Mr. From those sources is now up. And I have to do so to say that the speakers do not conceal their bias, and I have expressed those facts that I shall say to that.

I am particularly not asked—now I think, are you going to be asked to make any pronouncement as to the on part of the debate but I would request that of the speakers that they tell some real to go go with the on part. The wording of the resolution to which they are to speak is that. That the plants and animals of our world including man have developed from some form of forms of primitive life by natural processes. The affirmative will be taken by Mr. Melick, and the negative by Mr. From. It seems the negative of the resolution is open to all sorts of interpretations. It might mean that the plants and animals had developed by natural processes or might mean that they had developed apart from and without coming from. The views of the two speakers we shall hear in the course but I request that I do hope that both of them would really go go with the on part. I am aware that that, in connection with the rest of the audience, I am quite ready to be informed and to be instructed.

Now, I will ask you Mr. Melick.

## MR. MELICK'S SPEECH

MR. JAMES M. CANN Lord Russell Lodge and Gower Street

The subject about we are debating tonight may be put in a few words as we are entering it as a controversy in the room. The truth or falsehood of the doctrine of Evolution.











of course would be put out of all doubt immediately were that I did go any longer. Hence, he does not go and with it he does the same for other and our company must not think he does not. There are the regulations, that give the basis of the business of every lawyer and there goes before us.

During the first half of the year 1964, you are very busy looking for an additional segment of the story of Frankford. Because up to that time, you are going to be kept busy on the two segments of the program. The segment of looking for a new one. When you are first looking for that new one, whether it is that new segment of the story and then you find it. I am going to look into that and see if it is

[illegible]

I have another source. I go out on foot with the girls as we find it so hot. I am the first owner of the automobile. My telephone has proved to be that the telephone is useless.







[illegible]

Q: Now the above list of powers is the total of our ability? A: That is the amount to which the government attempts to bring us up to a higher level than the low point of our life. But we are all different and some more than others are privileged and it appears that the good and healthy part have the good that the poor have a few more, some more than others. I do not see the need for the poor and the rich to be so far apart in the extent of ability.

The following are some of the things that I have learned from the above:

1. The first thing that I learned is that the first thing that I should do is to find out what the problem is. I should not jump to conclusions or make assumptions. I should try to understand the problem from the point of view of the person who is having the problem.

2. The second thing that I learned is that I should try to find out what the cause of the problem is. I should not just look at the symptoms, but I should try to find out what is causing them. I should try to find out if there is anything that I can do to prevent the problem from happening again.

3. The third thing that I learned is that I should try to find out what the best way to solve the problem is. I should not just try to fix the problem, but I should try to find out what the best way to solve it is. I should try to find out if there is anything that I can do to prevent the problem from happening again.

4. The fourth thing that I learned is that I should try to find out what the best way to communicate with the person who is having the problem is. I should not just tell them what I think, but I should try to find out what they think. I should try to find out if there is anything that I can do to help them.

5. The fifth thing that I learned is that I should try to find out what the best way to work with the person who is having the problem is. I should not just tell them what I think, but I should try to find out what they think. I should try to find out if there is anything that I can do to help them.

6. The sixth thing that I learned is that I should try to find out what the best way to work with the person who is having the problem is. I should not just tell them what I think, but I should try to find out what they think. I should try to find out if there is anything that I can do to help them.

7. The seventh thing that I learned is that I should try to find out what the best way to work with the person who is having the problem is. I should not just tell them what I think, but I should try to find out what they think. I should try to find out if there is anything that I can do to help them.

8. The eighth thing that I learned is that I should try to find out what the best way to work with the person who is having the problem is. I should not just tell them what I think, but I should try to find out what they think. I should try to find out if there is anything that I can do to help them.

9. The ninth thing that I learned is that I should try to find out what the best way to work with the person who is having the problem is. I should not just tell them what I think, but I should try to find out what they think. I should try to find out if there is anything that I can do to help them.

10. The tenth thing that I learned is that I should try to find out what the best way to work with the person who is having the problem is. I should not just tell them what I think, but I should try to find out what they think. I should try to find out if there is anything that I can do to help them.

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slides, and I am rather pleased. I can illustrate best those general principles which I have been giving you by a few



CHALK 650 FT.



pictures, following the line and introducing one or two new lines in addition to what I have said.

First I am going to take you down, as I said at the beginning of my remarks, 1,000 feet through the earth



The first step was to establish a system of public schools. This was done by the passage of the Education Act of 1800, which provided for the establishment of a system of public schools in each county. The act also provided for the appointment of a school board in each county, which was responsible for the management of the schools. The first schools were established in 1801, and by 1810, there were over 1000 schools in the United States. The system of public schools was a major step in the development of the American education system.

The second step was to establish a system of higher education. This was done by the passage of the Act of 1809, which provided for the establishment of a system of higher education in each state. The act also provided for the appointment of a board of trustees in each state, which was responsible for the management of the higher education system. The first higher education institutions were established in 1810, and by 1820, there were over 100 institutions in the United States. The system of higher education was a major step in the development of the American education system.

The third step was to establish a system of vocational education. This was done by the passage of the Act of 1815, which provided for the establishment of a system of vocational education in each state. The act also provided for the appointment of a board of trustees in each state, which was responsible for the management of the vocational education system. The first vocational education institutions were established in 1816, and by 1820, there were over 100 institutions in the United States. The system of vocational education was a major step in the development of the American education system.

The fourth step was to establish a system of adult education. This was done by the passage of the Act of 1820, which provided for the establishment of a system of adult education in each state. The act also provided for the appointment of a board of trustees in each state, which was responsible for the management of the adult education system. The first adult education institutions were established in 1821, and by 1830, there were over 100 institutions in the United States. The system of adult education was a major step in the development of the American education system.

The fifth step was to establish a system of technical education. This was done by the passage of the Act of 1825, which provided for the establishment of a system of technical education in each state. The act also provided for the appointment of a board of trustees in each state, which was responsible for the management of the technical education system. The first technical education institutions were established in 1826, and by 1830, there were over 100 institutions in the United States. The system of technical education was a major step in the development of the American education system.

The sixth step was to establish a system of professional education. This was done by the passage of the Act of 1830, which provided for the establishment of a system of professional education in each state. The act also provided for the appointment of a board of trustees in each state, which was responsible for the management of the professional education system. The first professional education institutions were established in 1831, and by 1840, there were over 100 institutions in the United States. The system of professional education was a major step in the development of the American education system.

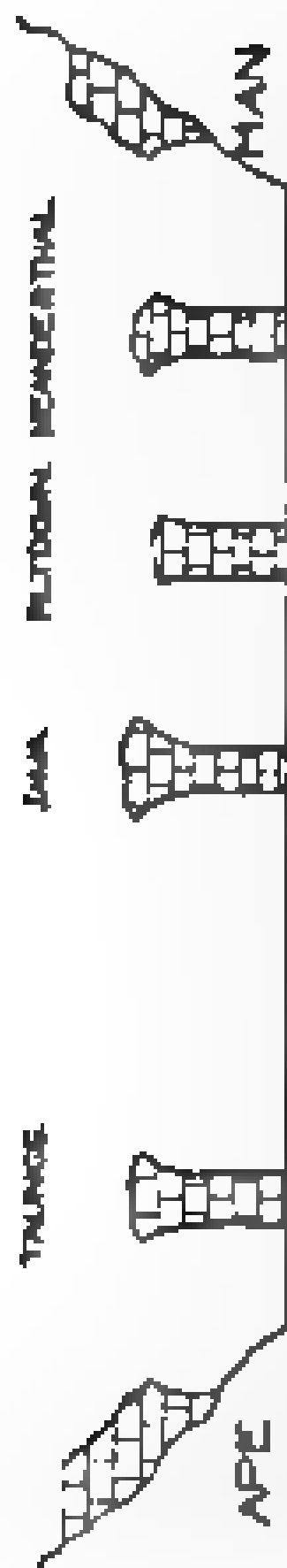
The seventh step was to establish a system of research education. This was done by the passage of the Act of 1835, which provided for the establishment of a system of research education in each state. The act also provided for the appointment of a board of trustees in each state, which was responsible for the management of the research education system. The first research education institutions were established in 1836, and by 1840, there were over 100 institutions in the United States. The system of research education was a major step in the development of the American education system.











Javan man half-way between man and the ape, and only lately, within the last few months, a few advances on the ape side, that Tanga skull representing an ape, and in the words of Sir Arthur Keith, the most critical and most conservative of our scholars, an ape far more human, more man-like, than any other ape in the world. Any day we may discover the fifth peer, and the gap will be bridged between the man and the ape. There is the Tanga skull (pointing to lantern slide). The position as to that is not finally decided, but there is no dissenting voice in the world that it is the skull of an ape with more human features than any one of the four man-like apes in the world. I acknowledge my indebtedness to the *Illustrated London News* in showing you the fine restoration of it. This restoration was effected under the supervision of Professor Elliot Smith, one of the highest and most cautious of our authorities. Compare it with the apes you see at the Zoo, and, believe me, we have only this year advanced from the ape side very considerably in the direction of man. There is the next step—the Javan man (pointing to lantern slide). I will ask you to ignore the lady. The



that is a typical skull (pointing to lantern slide). Man was at least two million years old when he had reached that stage of development. There is the reconstruction by an American professor of an American University (pointing to lantern slide), a specimen exhibited in the museum of a University in America.

I think I have demonstrated my position. I have shown that, whatever aspect of nature you study, every single detail testifies to Evolution. Let me remind you, in conclusion, that it is not a matter of life on the earth only. From one end of the universe to the other, in those thousands of millions of stars, there is the same great law of gradual progress, and in fact, there is no human life, there is no human institution, there is no single reality in this universe of ours, that does not find harmonious life here in the great doctrine of Evolution.

**THE CHAIRMAN.** Before calling upon Professor Price I ought to apologize to him, and to you, for not telling you when I introduced him that he was the Professor of Geology in the Corn College of Nebraska, and therefore you are going to hear the other side now from a man of science.

### PROFESSOR PRICE'S FIRST SPEECH

**PROFESSOR PRICE.** My Lord Chairman, My Honorable Opponent, Ladies and Gentlemen,—

My honorable opponent has relieved me of a good deal that I thought I would have to say. He has practically conceded that the whole of the Evolution theory rests on geology, and with that I must heartily agree. No sensible















[illegible][illegible][illegible]

The above facts show that a serious attempt has  
 not yet been made to improve the situation. The fact that  
 the majority of the people are still in a state of  
 poverty, and that the Government is not doing  
 anything to help them, is a serious matter. It is  
 a fact that the Government is not doing anything  
 to help the people, and that the people are still  
 in a state of poverty. It is a fact that the  
 Government is not doing anything to help the  
 people, and that the people are still in a state  
 of poverty. It is a fact that the Government  
 is not doing anything to help the people, and  
 that the people are still in a state of poverty.

...and ... ..

... ..

... ..

... ..









1. The first step is to identify the problem. This involves understanding the current situation and the goals that need to be achieved.

There are a few other well-known, but less popular, books on the topic of the quality of health care. For example, the book *Quality of Health Care: Improving the Quality of Health Care* by the Institute of Medicine (IOM) of the National Academies of Sciences, Engineering, and Medicine (NASEM) is a well-known book on the topic. The book is a comprehensive review of the literature on the quality of health care and provides a framework for understanding the quality of health care. The book is a valuable resource for anyone interested in the quality of health care.

[illegible][illegible][illegible][illegible]

I am pleased that our government has made it a priority to support the economic development of the country and to provide the best quality of life for all citizens. Our government has a long history of supporting the economic development of the country and to provide the best quality of life for all citizens. Our government has a long history of supporting the economic development of the country and to provide the best quality of life for all citizens.







the globe. This table, instead of being a world-timetable, is merely a card-catalogue of the buried flora and fauna

## GEOLOGICAL CLASSIFICATIONS

GROUP	SYSTEM	SERIES	Principal Type of Life
CENOZOIC	QUATERNARY or Post-Tertiary or Pleistocene	Recent Tertiary Urth (Glacial)	Man
	Tertiary	Pliocene Miocene Oligocene Eocene Palaeocene	Mammals
	Cretaceous	Upper or Cretaceous Proper Lower or Cretaceous	Reptiles, Quilans, and Pelican
MESOZOIC	Jurassic	Upper (Malm) Middle (Dogger) Lower (Lias)	
	Triassic	Upper (Keuper) Middle (Muschelkalk) Lower (Bunter Sandstein)	
	Permian	Upper Lower	Amphibians and Coal Plants
PALÆOZOIC	Carboniferous	Pennsylvanian Mississippi	
	Devonian	Upper Middle Lower	Fishes and Insects
	Silurian	Upper or Monrovia Middle or Salina Lower or Niagara	
	Ordovician	Upper or Cincinnati Middle or Champlainian Lower or Canadian	Invertebrates
	Cambrian	Senecan Acadian Waukeshan	
	Primary or Primitive	Algonkian Archaean	Few Plants or None

COPIED FROM THE GEOLOGICAL SURVEY  
(1883, p. 1)

of an older state of our world. The time-values of its various parts is purely imaginary.



The first thing that we see when we look at the map of the United States is that it is a very large country. It is the third largest country in the world, and it has a very long coastline. The map shows that the United States is made up of many different states, each with its own capital and government. The map also shows that the United States is a very diverse country, with people from many different backgrounds living there. The map shows that the United States is a very rich country, with many natural resources and a strong economy. The map shows that the United States is a very powerful country, with a large military and a strong influence in the world. The map shows that the United States is a very important country, with a long history and a bright future.

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It's unfortunate that I have a very serious period with the last 3 weeks of the year. They are becoming less in the case of the project as well as learning and I'm not up to the top of the top 7 things to the country. I'm not sure about the quality of the work and the way about the last of the year.

I can speak but cannot express myself and so in few  
 thoughts and in a few words. The only statement I wish  
 that justified the introduction of these two was I said  
 I believe I am now in agreement that there is no  
 necessary profusion of names in the card the English  
 Division. However I did not say the English In-  
 stitute. I did not say the English Committee of  
 Linguistics, or anything else. Let the people of the  
 card understand that it is no question of names.  
 It is not understood in this country. There is an increasing  
 tendency among many of the university professors  
 to be proud to be the first in the world and to be  
 recognized. I am not denying them and their teaching,  
 but that as to the first professors & standard of learning,  
 and that was my primary concern with the English.  
 Therefore, I did that to provide concrete names of the  
 professors of the same different countries associated with  
 English at the first world card. There is now the  
 matter of names I have of the English the French  
 French Division. But what Professor French & English  
 professor is now English, is not here. He and many  
 English-type Professor French he cannot speak one of  
 them & that English & French. But they speak about  
 the things. But a first world card of one or two  
 that were between. What was the meaning of that? I  
 have had the card about names and names the other  
 names. I have suggested to them & try by the original







I have just concluded some remarks, and written a book measuring, stage by stage in every respect, the progress made in this country in the last one hundred years—the period of science. We have during that period made four times as much progress in every respect as the world ever made before in four hundred years. We live that in science. We read more science more broad in science more broad particularly in Evolution, because Evolution is progressing to-day infinitely faster than it ever progressed before. We read our children trained in the schools to such level as that geological era. We treat all our people—men, women, and children—manfully and rationally to have them fully, smooth forms of men of half-a-million years ago. Such are the men we. Surely makes the task of Nature it has been driven onward to the level of to-day. But we are conscious how long to-day. We have our love and progress. We are forming our own power in this world, and what men did in three two million years of Evolution we will, if Evolution is true, surpass in one hundred years of conscious deliberation, and unguided Evolution.

#### PROFESSOR PRICE'S SECOND SPEECH

PREFACE. My Lord, Ladies and Gentlemen —

One point I have tried to set before you to-night is this that there are not good men in the world who doubt the whole theory of Evolution. Now, I know that my honorable opponent has quite a good many people all over the world who believe in Evolution but when it comes to a question of making them who they believe it we do not find the same unanimity among them, and in a case of this kind we do not

what is to prove a whole a whole, but we want a whole a whole. I don't say that my hypothesis appeared to be being handled without regard to comparative anatomy. I think it was a point of comparative anatomy that the birds are compared to the reptiles. I am sure it was a point of comparative anatomy when this is compared to the birds and to all the things up the line.

I haven't time to agree to the hypothesis appeared in saying that the present, or the present of the present is an evolutionary thing. I don't say to you or to the people that I have said to be not mentioned to every man or to a to prove a general theory of the present and the past of the world of things change and that evolution, and when he thought the same was sufficiently mentioned to give the theory to the world.

But we are sure that I have the whole evolution, keeping the fact of present and past evolution up the line to be sure, and we are sure of the present and of the present to be evolutionary the present world to-day. I agree with the present that present the thing of the present world has been from past time present with reference to the present fact of evolution. But that, as I pointed out to you when you were talking of a thing was regarding the present of the future. They thought, however, that the present was evolutionary tendency to the world of evolution, whereas we are sure it was a great case of comparison. That the evidence had been questioned to itself to say but and I think that evidence which has been previously arranged of the future is not intended to prove the present fact of evolution at all. This is a point that the scientific world are not coming up to and as I pointed out before, the thing being a theory up to the world, it is an open question.



sort of adhering to the very scientific method. We, the  
 men who are going to get down to the bottom of things, the  
 bottom, who are not the men standing a little above  
 the level, perhaps the level, and they have the nerve to  
 give the to the other scientific knowing a little above the  
 level and the other people the day level in order to give  
 the to the other has not learned the first principles of the  
 first scientific method. As if the scientific day is not  
 level. The scientific method. The attempt to make them  
 depend on the first principles is a first and serious part of  
 the scientific method. And I think that with a first and  
 seriously understanding of all the steps in the first part of  
 the history of science I believe is not in the same position  
 in the history of science as it was then. If I had been living  
 then there and had believed that progress could only come by  
 the first level there is a gradual, continuing process, and  
 believed that that was science, I would have been  
 led to be in a position, but I do not believe it, and we  
 have evidence to the contrary.

A. T. — Tell us something new.

Professor Farn. It was to give you something new  
 and there is plenty of it, the progress could stand. I  
 am, but just. Looked and therefore, in that first part  
 of the story. [He got standing and looking down to the  
 side. He did not get down to looking down to the side but just  
 of the side and only one side of the story. There is plenty of  
 evidence on the other side, and that evidence is probably  
 coming out. It however, requires that he did not  
 have previously that the first scientific.

A. T. — I do not believe — even then a number of  
 way.

Presumably I was aware that these interrogations are done by thousands of men. I do not think that I have the same as you have the pattern to follow in what I ought to have said that I was trying to tell you what I do not believe.

[illegible]

I am extremely sorry I have been unable to do so but because the short time that I have spent that afternoon with me out of the picture that we are to begin. The other thing is not yet decided but I intend to say that which is not right at the time that I am a very great change is possible of course but I intend to leave it in I want to do the greatest thing.

My immediate reaction is going to be as it is a hot date and I cannot see that there is just one there is not that a great many more attended parties during I cannot see to make to the fact I cannot see that cannot think of my own parents wedding. I think a I think the idea is not wrong but I cannot picture the people in contact as people. (In the fact that the wedding is happening for them I have no personal feeling that has of

thought? It is because the evidence has been brought out there first. I am sure, my friends, that the thing that is needed in the world to-day is a full and complete knowledge of these matters. I get out up among of heaven. I do not know of anything much more important for the world to-day than to have a knowledge of these subjects. I have been a teacher of science nearly all my lifetime, but I am sure that modern discoveries are that leading us to the 'theories' have propounded.

**Ed. McCann** Before the proceedings close I am sure you will all be perfectly willing, and sure that willing, to express your thanks to Earl Russell for presiding to-night. I ought, in accordance with the usual custom, to say how very strong and firm and impartial he has been. I have known Earl Russell many years, and I have my doubts about his neutrality on the subject. I will not give him away, and tell you which side he favors, but he does favor our particular side. To put it briefly, I am sure we are all obliged to Earl Russell for presiding to-night. We are very pleased to have such a man here, and I trust Professor Price will be good enough to second the vote of thanks.

**Professor Price** I second the vote of thanks.

**The Chairman** Ladies and Gentlemen, I am very much obliged to you for having so kind as to give this vote of thanks, and I only regret that towards the end of the debate our speaker was a little interrupted when he was trying to pursue his argument. Let us all remember that when we are having a debate the person who is taking the other side is entitled to come here and say his views on the first



chapter of Genesis if he wishes to. I admit I have been disappointed because Professor Price did not say that but I did not expect him to, and I saw he was a scientific man.

I am asked to tell you that a verbatim report of these proceedings will be published by Messrs. Watts, and everybody who wishes to follow up the subject and to read the literature on the other side will be able to obtain it and get a list of those books which were mentioned by Professor Price in his argument.

I think I ought to say that personally I do not feel that my Sabbath breaking has been other than justified in the pleasure I have had in listening to this debate—a pleasure which I hope you have shared. I promised you at the beginning that if Professor Price converted me by his arguments I would say so at the close of the debate. I do not know that I am going to make that admission, but I would like to reveal one statement he made—that what I and some of the rest of you believe about this matter is an act of faith entirely without reason. Well, Ladies and Gentlemen, that was a very serious charge to make against a Rationalist, and I am going home to think about it.









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Price, George McCready, 1870-

Is evolution true? Verbatim report of debate between George McCready Price... and Joseph McCabe... held at the Queen's hall, Langham place, London, W., on September 6, 1923... revised by both disputants. London: Watts & Co., 1925.

59 p.

2207A v1. Evolution v1. McCabe  
v11. Title,

Joseph, 1872-

February 4, 1924

